

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. Eric Westley

Official School Name: Holy Redeemer Catholic School

School Mailing Address:  
3380 Old Alabama Road  
Alpharetta, GA 30022-5053

County: Fulton State School Code Number\*: N/A

Telephone: (770) 410-4056 Fax: (770) 410-1454

Web site/URL: WWW.hrcatholicsschool.org E-mail: ewestley@hrcatholicsschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mrs. Diane Starkovich

District Name: Archdiocese of Atlanta Tel: (404) 885-7428

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Joe Gizzi

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4.   3   Number of years the principal has been in her/his position at this school.

  7   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	19	34	53
K	25	30	55	8	27	22	49
1	28	28	56	9			0
2	31	25	56	10			0
3	23	33	56	11			0
4	23	33	56	12			0
5	31	25	56	Other			0
6	27	37	64				
TOTAL STUDENTS IN THE APPLYING SCHOOL							501

6. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
0 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	497
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	2.012

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>49</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	98%	98%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	16%	10%	10%	10%	13%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2007-2008 and 2003-2004 Holy Redeemer Catholic School lost a number of teachers due to geographic transfers, desire to teach at special education program schools and/or family obligations.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	%

## PART III - SUMMARY

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Holy Redeemer Catholic School in Alpharetta, Georgia, was established in 1999 as a regional Catholic school within the Archdiocese of Atlanta. Built to address the growing demand for Catholic education in North Fulton County, the school first opened its doors in August 1999 with an enrollment of 478 students. Holy Redeemer has two classes at each grade level in grades K-8 with the exception of a third section of sixth grade.

Holy Redeemer Catholic School is guided by a strong mission that pairs faith development and academic rigor in order to help the students reach their potential. The mission guides the vision of our school, “Holy Redeemer is a faith-centered community, dedicated to living the principles of the Catholic Tradition rooted in the Gospel of Jesus Christ. Our school’s environment and curriculum challenge the full potential of each child and embrace a visionary approach toward academic excellence and life-long learning.” Students, faculty, and families are committed to the mission of our school, creating a strong learning community based on faith. In order to continually grow and develop, the school implements a strategic planning process that involves the entire community.

As a regional school, HRCS is not affiliated with any single parish but enrolls student from a number of parishes. In the 2008-2009 school year, students from thirteen parishes in the North Fulton County area of the Catholic Archdiocese of Atlanta are enrolled at our school. The school is accredited by the Southern Association of Independent Schools and The Southern Association of Colleges and Schools (SACS/SAIS). Memberships include the National Catholic Educational Association, The Georgia Independent School Association, The National Association of Elementary School Principals, The National Middle School Association, The Georgia Middle School Association and the Association for Supervision and Curriculum Development.

Challenging academic and religious education programs are offered in all grades at Holy Redeemer. The Archdiocesan Office of Catholic Schools provides a comprehensive curriculum in the core subjects of mathematics, science, language arts, foreign language (French and Spanish), religion, and social studies. In addition students also engage in the study of technology, social development, fine arts, and physical education. Emphasis on personal integrity, the cultivation of a deep faith life, and community service provides each student with the opportunity to stretch toward his or her individual potential. The positive testing results provide evidence that our students maintain high achievement levels that are attributed to a combination of a challenging curriculum and best practices implemented in classroom instruction.

State of the art technology is an important aspect of learning and instruction in each classroom. Our students have access to over 230 computers located throughout the school building. A computer lab, eight wireless laptop carts, interactive white-boards, and data viewers allow students the opportunity to enrich their learning and use the internet to create connections with the world. School fundraising efforts support the acquisition and maintenance of technology throughout the school.

Tuition, development, and fundraising are responsible for the financial backing of Holy Redeemer. Families participate in a variety of fundraising activities. Tuition assistance is also made available for families who demonstrate need. The Home and School Association not only supports all fundraising efforts but also provides volunteers to coordinate and assist with a variety of school activities. Parents, students, and staff are deeply committed to the success of our school.

As we celebrate our “Ten Years of Excellence,” we celebrate our past history and traditions, and we look forward to a strong future challenging young people to have academic curiosity and a strong faith.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Holy Redeemer Catholic School administers the Iowa Test of Basic Skills (ITBS) ([www.riversidepublishing.com](http://www.riversidepublishing.com)) in grades one through seven and the Cognitive Abilities Test (CogAT) in grades two, five, and seven. The ITBS is a standardized test that measures student performance in the areas of math, language arts, social studies and science. These scores provide the school and the parents an additional way to assess progress and performance in addition to classroom assessments. The ITBS is a norm-referenced test with the 2005 edition currently being used.

The school also administers the Comprehensive Test of Phonological Processing (CTOPP) to all incoming kindergarten students. This gives the school information of phonemic awareness and allows for tailoring of specific programs to meet the needs of our students. In addition to the kindergarten CTOPP, the Standard Reading Inventory (SRI-2) is given to all first and second grade students at the beginning of each year to assess reading comprehension and word recognition in order to identify strengths and weaknesses of the students.

Additionally, three times each year all primary students are assessed individually using a battery of assessments as indicators of the levels of ability for phonics and phonemic awareness. This assessment correlates to the Open Court Reading Program being used at Holy Redeemer. With these tests, our early intervention program identifies and begins remediation as soon as possible. Two reading specialists, along with certified classroom teachers, provide for each student to have more time with a teacher during language arts instruction. All reading specialists and primary grades classroom teachers are trained in the Orton-Gillingham phonics instruction as well as the Open Court Reading Program.

Reading scores are strong across the grades, with some variation from year to year. Reading scores are consistently above the national and private schools' average. When these scores are compared to the CogAT scores, there is strong evidence that our students are performing above predicted potential. Throughout all grade levels, emphasis is placed on higher level thinking skills, and the importance of writing across all subjects is an additional focus.

Math scores also exceed the national average. There are slight variations from year to year with each group of students. As with the reading program, teachers emphasize on higher level thinking skills throughout math instruction. Teachers at Holy Redeemer also focus on problem solving skills at each grade level. Recognition from the ITBS scores that computation skills have been one of the weaker areas has prompted our teachers to focus on those skills in the last several years.

Based on the sixth grade ITBS testing scores, 52% of Holy Redeemer students qualify for the TIP (Duke University Talent Identification Program) in 2008 and 59% of students qualified in 2007. TIP is a program that recognizes gifted and talented students.

Looking for ways to better serve our students, teachers review Class Item Response Records and Class Item Analysis reports from the current ITBS scores. These reports identify areas of student weaknesses in order to reteach and to remediate when necessary. The school uses these reports along with individual student reports to reevaluate and enhance instructional strategies and teaching materials to continually increase student achievement.

Holy Redeemer Catholic School has high expectations for all student, and teachers constantly strive to employ



best practices in order to help each student reach his or her potential and to prepare students for high school and beyond.

## **2. Using Assessment Results:**

Holy Redeemer Catholic School recognizes the importance of assessment and utilizes the scores from all administered tests to assess curriculum needs. Teachers continue to collaborate in subject area and grade level meetings to discover the strengths and weaknesses of student learning.

Prospective primary students take the Early Screening Profiles and the Comprehensive Test of Phonological Processing (CTOPP) to identify reading readiness which will assist in the placement of students in reading groups. Students in the first through seventh grades take the ITBS. When the results are available, teachers review the scores to evaluate the strengths and weaknesses of our programs and identify individual needs. In the second, fifth and seventh grades, scores from the CogAT are examined to further enhance instruction to meet the needs of our students. Teachers use performance-based tools such as traditional methods to determine mastery of subject matter or need for remediation.

Reading scores remain strong at Holy Redeemer Catholic School. Improvement over the last several years has been attributed to direct instruction provided by the classroom teachers and reading specialists. Learning specialists are also available to provide remedial services to intermediate and middle school students.

ITBS composite math scores surpass national norms. However, a weakness has been noted in math computation. Administrators and faculty members met during the summer of 2006 to explore remediation options and to evaluate scores across grade levels. As a result, a plan of improvement for all levels was implemented. Teachers have added daily math drills in the area of computation to enhance the math curriculum.

## **3. Communicating Assessment Results:**

Holy Redeemer Catholic School regularly communicates with parents and the community about student progress, performance, and success. In the fall, a formal conference is held with parents for all students in grades K-8 to report progress, share class work and projects, and to discuss academic and personal goals. Holy Redeemer Catholic School feels this collaboration is crucial to both our teachers' success and the success of our students.

Students in K-5 receive weekly folders which contain grades, tests, quizzes, and class work. These folders are signed by parents and returned to school the next day. In the fall of 2008, grades have been made accessible via internet for intermediate and middle school students to assist informing parents of student progress. Formal report cards are distributed quarterly. If a teacher observes that a student is having difficulty in one or more areas, he/she calls or contacts a parent via e-mail or on the telephone to discuss the difficulties. Other teachers and administrators may also confer to address a remediation plan.

ITBS scores are available in the spring from Riverside Publishing Company. Holy Redeemer Catholic School mails the individual ITBS scores to parents as well as an interpretation guide to understand the standardized scores. Parents are invited to discuss these scores with teachers and administrators. Holy Redeemer communicates with the community via a weekly electronic newsletter which informs parents of school news, student successes, and the publication of Honors Awards. Holy Redeemer Catholic School employs a school counselor and two resource teachers who assist in assessment and communication of assessment results to the school community.

#### **4. Sharing Success:**

Teachers from Holy Redeemer Catholic School have attended and presented at the annual convention of the Georgia Independent School Association (GISA) conference. This conference affords our teachers an opportunity to meet with and share knowledge and expertise with educators from other schools in the state. The school administration attends the GISA annual conferences for school leaders. We have had several teachers present at the National Catholic Education Association annual conference.

Success is shared in many ways within the Archdiocese of Atlanta. Each year our faculty has opportunities to meet and share accomplishments with other schools in the Archdiocese. Our teachers and administrators have presented and participated in educational programs at these gatherings. Principals attend monthly meetings with other administrators from Archdiocesan and Catholic independent schools. These meetings enable our principal to share information on successful programs. The accomplishments of Holy Redeemer students are also shared in the Georgia Bulletin, the weekly bulletin of the Archdiocese of Atlanta, as well as in local newspapers.

Holy Redeemer Catholic School publishes a weekly newsletter and an annual report. Featured articles include student achievements in academics, sports, and the arts. Student service projects are also featured in the publications. Holy Redeemer publishes the academic achievement of our alumni who have matriculated to Catholic high schools in the Atlanta area. This publication also highlights the accomplishments of our former students at the college level. The principals meet on a quarterly basis with the school Advisory Council and on a monthly basis with the Home and School Association to facilitate communication within the parent community. Generally, teachers communicate with parents through their class web pages which are located on the school website.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Holy Redeemer Catholic School offers a rigorous, academic, and religious education program in grades K-8. The Archdiocesan Office of Catholic Schools provides a comprehensive curriculum in the core subjects of mathematics, science, language arts, foreign language, religion, and social studies. In addition to these, students also engage in the study of technology, social development, fine arts, and physical education. Emphasis on personal integrity, the cultivation of a deep faith life, and community service provides each student with the opportunity to stretch toward his individual potential.

Holy Redeemer's religion curriculum is the cornerstone of our school's philosophy and serves as our purpose for existence. Our school's religious curriculum is based upon a three-pronged approach to faith development: liturgical functions, theological doctrine, and service projects. The children attend and participate in weekly Mass and have the opportunity to receive the sacraments. Through the use of the Faith First Resources for Christian Living series in grades K-5, and Christ Our Life series in 6-8, students learn Catholic doctrine, scripture, and the Liturgical seasons. Service projects are designed to provide our students with the opportunity to live the Gospel message in real world situations.

The language arts curriculum integrates the essential elements of reading, writing, phonetics/spelling, oral communication, and grammar. Students are exposed to a variety of literary genre, and are taught skills that enable them to communicate through written and oral expression. The study of mathematics includes computation and skills which range from basic to abstract concepts. These processes within the curriculum develop in a systematic continuum that allows students to build on prior knowledge. The core of the social studies curriculum relates how events of the past and present shape and define the future. Students are exposed to geography, economics, history, communities, and culture. They become aware of their social responsibilities in becoming productive citizens of our country and the world. Science instruction encompasses the study of living things, chemistry, physics, earth and space, as well as the process of understanding the scientific method through labs, projects and classroom instruction. Fine arts are comprised of art, music, and band. Art instruction introduces a variety of artists, media, and techniques in a sequential, developmental process. Music provides students with a comprehensive program in both classroom and performing opportunities, vocally and instrumentally, which develop confidence and an appreciation for the fine arts. Our band program develops an appreciation for musical instruments through lessons and performances. All three disciplines are presented in choral and theatrical performances. Physical education is designed to enhance the knowledge, confidence, and skills that each student needs to engage in a lifelong, healthy lifestyle. Students are challenged by the President's National Fitness Program and participate in individual and competitive sports. These opportunities help our students to appreciate and accept the abilities of others. Foreign language instruction includes both French and Spanish. Students are exposed to both languages through grade five and concentrate on one required language throughout middle school. The students develop an understanding of the speaking, writing, listening, and reading skills of the language. Structured media classes are part of the instructional program in grades kindergarten through fifth. Media resources are utilized across all academic areas in middle school. Instruction and use of technology is an integral part of all core subjects. Grade appropriate software programs are taught in conjunction with subject matter. Guidance is offered to meet student's needs, as required and indicated through individual contact, in small group settings, and whole class sessions. This program further supports and monitors students through the Student Support Team.

## **2a. (Elementary Schools) Reading:**

The Holy Redeemer Catholic School reading curriculum is a research based, progressive and developmental program that provides direct teaching and abundant practice. Reading and writing skills are linked through the study of literature and language arts. Reading tools include literature based anthologies and trade books. Students are exposed to a variety of different genres of age appropriate materials and novels focusing on the recognition of story elements.

Small group instruction in grades K-2 is provided by the classroom teacher, a teacher assistant, and a learning specialist. Teachers have been trained in the Orton-Gillingham program, a multi-sensory approach to phonics instruction. Intensive contact allows teachers to monitor the progress of each student. Learners explore a variety of developmentally appropriate reading activities which allow them to experience success.

Students in grades 3-8 are continuing to develop comprehension and reading skills which will enable them to independently acquire and use knowledge to develop critical thinking skills. These children are making the transition from learning to read, to reading to learn. The emphasis is focused on teaching the students strategies that will enable them to apply knowledge learned. Reading is fundamental across the academic disciplines of social studies, science, the arts and math. When reading, students are given opportunities to practice fluency, analysis, interpretation, synthesis, prediction, and comparison.

We recognize the importance of students possessing a full range of communication skills. Writing is emphasized across the curriculum, and children are given ample opportunities for written expression. The writing process, grammar, mechanics, and vocabulary are developed at age appropriate levels. Students are encouraged to hone their oratorical skills and are provided with many formal and informal opportunities to do so in presentations and performances.

Some additional programs that enhance our curriculum are Earobics, Battle of the Books, Oratorical Contest, and the Publications/Newspaper.

## **2b. (Secondary Schools) English:**

## **3. Additional Curriculum Area:**

The initial section of the mission statement of Holy Redeemer Catholic School states that our school, first and foremost, “is a faith-centered community dedicated to living the principles of the Catholic Tradition rooted in the Gospel of Jesus Christ.” The religious education program is the foundation for this segment of our mission. The three-pronged approach of worship, doctrine, and service are the building blocks of the program.

The element of worship is integral to our Catholic faith and to our religion curriculum. Students at all levels are led in faith formation through daily prayer and reflection. Students are taught both traditional prayers and the elements of a rich personal prayer life. Students are also given opportunities to prepare and lead classroom prayer as well as liturgical celebrations throughout the year.

Instruction in the doctrine of the Catholic faith is the foundation of the curriculum taught through religion classes. Holy Redeemer follows the religion curriculum of the Archdiocese of Atlanta, which is based on the Catechism of the Catholic Church. At an age appropriate level, students are taught the history and teachings of the Catholic Church, the foundations of its teachings in Scripture, and traditions and practices of the Catholic faith.

The third aspect, service, embodies all that the students learn and apply to their daily lives. Each grade level is assigned a service project which is designed to teach students to respond to the needs of those in our local and global communities. These projects include active participation in an event such as serving meals at local

shelters, walking in the Atlanta Hunger Walk, as well as leading collections of goods to benefit various organizations. In addition, middle school students are also required to complete eight additional service hours each year.

#### **4. Instructional Methods:**

In order to address the diverse learning styles, interests and abilities of our students, Holy Redeemer teachers employ numerous methods of instruction and assessment. Teachers, at all grade levels, plan their lessons to include: technology, cooperative learning, manipulatives, specialized group activities, movement, music and drama. Differentiated instruction is provided through ability grouping where appropriate, and two resource teachers work to insure that students with learning differences are appropriately accommodated. Assessment methods are as diverse as instruction. Power Point presentations, projects, skits, portfolios, reports, poems, oral, as well as pencil and paper tests are a sampling of the various types of assessment employed at Holy Redeemer. On any given morning or afternoon one may find teachers working one-on-one or with a small group for added instruction.

All primary division teachers have been trained and incorporate Orton-Gillingham's techniques to enrich and enhance reading and spelling instruction. Classrooms are equipped with Smart Boards, computers in grades K-2, laptop carts for grades 3 to 8, LCD projectors, numerous supplemental books, charts, maps, and posters. The Media Center at Holy Redeemer provides access to a variety of secured Internet sites as well as over 15,000 titles and research databases.

Instruction, sensitive to the various strengths of our population, is further enriched through our fine arts and elective programs. At every grade level the students participate in theatrical and choral presentations. The school band and piano program involves approximately 15% of the school population. Other electives at the middle school level include publications, classical reasoning, chorus, art, and dance.

The wide variety of instructional and assessment methods woven together with traditional instruction, and visual and performing arts, are designed to meet the academic, artistic and emotional needs of our students.

#### **5. Professional Development:**

In order to embrace our mission statement of academic excellence and lifelong learning, teachers are encouraged to continue their professional growth and development. This has been successfully accomplished through an endowment program that was established in the school's inaugural year, and it has continued to accrue annually through financial contributions. Currently the fund has 1.4 million dollars available for the teachers professional growth

The fund was established to affirm and support the school in the recruitment and retention of teachers. It allows for the continuing development and education of the current faculty by providing resources for teachers to pursue further education. This is achieved by attendance at area universities for advanced degrees in education and specialist certifications. Workshops, institutes, professional conferences, and classes attended through the county and state systems are available to teachers.

New curricula and methods of instruction are supported by guest speakers during faculty in-service training, both at the local and archdiocesan levels. Teachers are committed to meeting the requirements of certification as established by the Georgia Professional Standards Commission.

Using ITBS scores and informal assessments, the faculty attends courses that meet the needs of the students. Some of these courses include Orton-Gillingham instruction, Everyday Math workshops, and Professional Learning Units that are aligned with national and local standards. These professional development courses

help teachers remain abreast of the best pedagogical practices which continue to keep our academic performance above the norm.

#### **6. School Leadership:**

The principal is the instructional and spiritual leader of the school. All decisions affecting the faculty, staff, and students lie within the jurisdiction of the school principal. Since Holy Redeemer is a regional Catholic school and a constituent of the Archdiocese of Atlanta, the principal reports to the Superintendent of Schools, however, the school is self-directing in nature, operating within the guidelines of archdiocesan policy. It is the role of the school leader to guide and articulate the vision of the school and to lead a collaborative community in specific steps to implement this vision.

The principal's work is supported by an administrative team consisting of the assistant principal, director of religious education, curriculum coordinator, director of admissions, director of operations, and director of development. The administrative team meets on a weekly basis to plan upcoming events, to analyze problems in various areas and to coordinate the numerous aspects of daily operations. The diverse nature of the members of the administrative team ensures that the varied aspects of our school's vision and mission are addressed on a weekly basis.

The collaborative nature of school leadership is further evidenced in the various committees assigned to meet on a monthly basis. Weekly faculty meetings rotate between division meetings, subject area meetings, grade level meetings and committee meetings. Assignments to these committees ensure that all grade levels and subject areas are represented. Committee chairs are chosen to lead the discussions in each area. The topics for discussion in these areas are directed prior to each meeting, and focus on improving student achievement and promoting the mission of the school. Topics are chosen with the purpose of improving the quality of instruction, making it a routine practice to examine our instructional techniques and improve upon them to meet the needs of our learners.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7100</u>	<u>\$7100</u>	<u>\$7100</u>	<u>\$7100</u>	<u>\$7100</u>	<u>\$7100</u>
K	1st	2nd	3rd	4th	5th

<u>\$7100</u>	<u>\$7100</u>	<u>\$7100</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 9525 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3362
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
14 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	91	89	94	91
Number of students tested	56	56	56	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Reading

Grade: 1 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	95	95	96	95
Number of students tested	56	56	56	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	94	93	94	96	95
Number of students tested	56	54	56	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	89	88	92	91	89
Number of students tested	56	54	56	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	94	92	93	90
Number of students tested	56	56	55	54	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005

Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	90	88	87	86
Number of students tested	56	56	55	54	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	93	91	90	91	92
Number of students tested	56	56	55	54	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005

Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	88	87	90	89
Number of students tested	56	56	55	54	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	93	91	89	93	90
Number of students tested	55	53	55	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005

Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	84	84	91	90
Number of students tested	55	53	55	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	86	86	87	89
Number of students tested	68	55	63	65	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005

Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	86	88	86	88
Number of students tested	68	55	63	65	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	83	83	87	84
Number of students tested	49	45	47	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2000 and 2005

Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	88	86	90	87
Number of students tested	49	45	47	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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